

Final Report of the AQIP Increasing Faculty Diversity Committee

Submitted 15 February 2008

INTRODUCTION

In July 2006, the Increasing Faculty Diversity Committee was formed as an AQIP Action Project Committee by Mary Durfee, Assistant Provost for Academic Improvement. The Committee members are:

William Bulleit, Professor of Civil and Environmental Engineering – Committee Chair
Jacqueline Huntoon, Dean of the Graduate School
Sherry Kauppi, Director Human Resources/Affirmative Programs
Pushpalatha Murthy, Professor of Chemistry
Terry Reynolds, Professor of Social Sciences

The goal given to the Committee was to “establish the procedures and content for chair/dean training, faculty involvement with searches, and the basic informational materials used in all searches that are likely to improve our success in attracting a diverse faculty.”

The Committee met two to four times per month from September 2006 to April 2007. The first draft of this report was completed 16 April 2007. The Committee met with Chris Anderson a few times, and her help, particularly in literature suggestions, is embedded in these recommendations. The Committee felt that the original goal was not broad enough and went in more directions than might have been required. The early drafts of this report had five recommendations, including a retention plan. Bulleit met with Provost Lovett-Doust and Assistant Provost Michalek in late November 2007. They felt that the retention plan should be considered by a committee whose sole purpose was such a plan. Thus, the retention plan work of this Committee is now a jumping off point for a future committee.

Summary of Recommendations

- I. We recommend that Michigan Tech institute regular, compulsory briefings near or at the beginning of each academic year for the key figures involved in faculty search, recruitment, and hiring.
- II. We recommend that Michigan Tech make it regular practice to conduct post-interview surveys of faculty candidates who interview on campus.
- III. We recommend that Michigan Tech implement several relatively simple modifications to its operations to encourage faculty diversity.
- IV. We recommend that metrics be used to measure the progress that the University is making toward increasing the diversity of the faculty.

RECOMMENDATION I - Briefings

We recommend that Michigan Tech institute regular, compulsory briefings near or at the beginning of each academic year for the key figures involved in faculty search, recruitment, and hiring, i.e., Deans, Department Chairs, and the Chairs of all search committees. The purpose of the briefings is to ensure that all candidates, regardless of race, gender, etc., are treated equitably in the search and interview process and to increase the odds that Michigan Tech can secure more diverse candidate pools from which new faculty would be selected.

1. Briefing Types

Under this recommendation, Michigan Tech would provide two types of briefings: one for Deans and Department Chairs and one for the Chairs of search committees.

A. Briefing for Deans and Department Chairs

In the first year of this program, all Deans and Department Chairs would be required to attend a special briefing. In second and subsequent years, new Deans and Department Chairs would attend the briefing, and all Deans and Department Chairs should attend the briefings every fourth year to revisit the issues surrounding efforts to enhance faculty diversity. However, those who had attended a briefing previously would annually receive a letter inquiring about the number of searches their unit anticipated during the coming year and about the names of the likely chair(s) of the search committee(s). [This information would be used to determine who would be required to attend the search committee chair briefing, see 1. B. below]. In addition, the letter would request that Department Chairs and Deans do their best to appoint a “diversity advocate” (i.e., a member of the department known to be supportive of hiring a diverse faculty) to each search committee and to try to make the search committee as diverse as possible. Finally, the letter would alert the Deans and Department Chairs that search committees that fail to attract a diverse pool of applicants would be requested to extend the deadline for filling the position in order to secure a more diverse pool or provide evidence that they had made a good faith effort to seek a diverse pool of applicants.

B. Briefings for Search Committee Chairs

In the first year of this program, the chair from each search committee would be required to attend a special briefing; failure to attend would mean termination of the search. In second and subsequent years, only those chairs who had not attended the previous year’s briefing would be compelled to attend. If more than a year had elapsed since a search committee chair has attended a briefing, that chair would have to attend again.

[Note: The Committee considered two other options: (1) briefing each search committee individually and (2) requiring all members of search committees, not just the chair of the committee, to attend briefings. The method recommended

above seemed the most economical in terms of briefing effort, but still touched the most critical people in searches.]

2. Conducting the Briefings

The briefings should be conducted by the Provost's Office, since that is the office that controls faculty appointment lines.

3. Frequency of Briefings

The two types of briefings should be held near the beginning of each academic year (late summer or early fall). The Department Chair/Dean briefing should be held first – perhaps in mid- to late-August. The Search Committee Chair briefing should be held very early in the fall semester. For searches that fall outside of the normal cycle, the Provost's office would need to make special arrangements – perhaps a special briefing.

4. Length of Briefings

Briefings should be just that – brief. If at all possible the briefings should be kept to under an hour. Oral comments should be supplemented by handouts that cover secondary issues.

5. Content of Briefings

We leave much of the content of the briefings up to the Provost's Office, which should be placed in charge of conducting the briefings, as stated above. However, the following areas should be considered in the briefings:

- A. Design of ads to attract a diverse applicant pool (see Appendix I-1)
- B. Other methods of increasing the diversity of the applicant pool (see Appendix I-2)
- C. Guidelines for chairing a search committee to ensure all applicants receive an equitable review
- D. Guidelines for conducting on-campus interviews (see Appendix I-3)

In addition, those attending the briefing should be provided with appropriate handouts, e.g., university diversity goals and data on percentages of minorities available in the Ph.D. pool in various areas. The Ph.D. pool data is a good basic reference point for department faculty diversity, although it should not be viewed as either a quota or an upper bound. Search committee chairs should be provided with handouts to distribute and explain to other members of the search committees and to faculty.

Appendix I-1: Suggestions for Position Ads

Michigan Technological University is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally and intellectually diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment.

The University strongly encourages applications from women; persons from racial and ethnic groups that are underrepresented in academic faculty positions; individuals with disabilities; and veterans.

Other possible statements include:

- Candidates should describe how they have incorporated or plan to incorporate multicultural issues into their courses.
- Candidates should describe their previous experience as mentors or mentees.
- Candidates should describe their prior experience in contributing to the success of underrepresented students, including persons with disabilities and women.
- The University is responsive to the needs of dual career couples.
- The University is committed to strengthening its culturally and intellectually diverse educational environment. Applicants should supply information about how they will contribute to this effort.
- The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and/or service.
- Michigan Tech believes that diversity among faculty, staff, and the student body is necessary to ensure that the University environment prepares students to be leaders in innovation and problem solving in our increasingly complex global society.

Appendix I-2: Sources for Assistance in Searches

Discipline-based organizations

All academic disciplines have professional organizations associated with them. Many have subcommittees on women and/or people of color. In addition, most have both national and regional meetings, newsletters, email mailing lists, and websites. These resources can be useful for recruiting. Search committee members should work with colleagues to determine which organizations are active in the discipline related to an open faculty position. Job announcements should be disseminated using these resources, as well as through personal contacts in such organizations, whenever possible. A short list of examples of discipline-based organizations include:

American Educational Research Association - Special Interest Groups 1) Research on Women and Education, 2) Research on Black Americans, 3) Research on the Education of Asian & Pacific Americans, 4) Hispanic Research Issues, 5) Critical Examination of Race, Ethnicity, Class, & Gender in Education (<http://www.aera.net>)

American Physical Society - Committee on the Status of Women in Physics, Committee on Minorities in Physics (<http://www.aps.org/>)

American Political Science Association - Sections on Women & Politics, and Race, Ethnicity & Politics (<http://www.apsanet.org/~rep/>)

Society of Women Engineers (<http://www.swe.org>)

Society of Hispanic Professional Engineers(<http://www.shpe.org>)

American Indian Science & Engineering Society (<http://www.aises.org>)

National Society of Black Engineers (<http://www.nsbe.org>)

Society for the Advancement of Chicanos and Native Americans in Science (<http://sacnas.org>)

Many additional organizations exist and should be utilized as appropriate in all searches.

General Publications/Websites/Services

The following publications, websites, and services all provide information that can be helpful in attracting a diverse pool of applicants for academic positions.

- NORC Career Outcomes of Doctoral Recipients.
(<http://www.norc.uchicago.edu/issues/docdata.htm>)
- nemnet (<http://www.nemnet.com/index.html>)

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 organizations. It posts academic jobs on its website and gathers vitas from students and professionals of color.

- IMDiversity.com (<http://www.imdiversity.com/>)

Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the Black Collegian Magazine. The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans, and women. It maintains a large database of available jobs, candidate resumes, and information on workplace diversity.

- The WISE Directory

An on-line directory of women students and post-docs in the science, engineering, and mathematics disciplines at schools that are a part of the Committee on Institutional Cooperation (CIC). This directory is a valuable resource for organizations searching for women to fill positions in these fields. Women interested in being included must have completed their Ph.D. within the last two years, expect to complete the degree within a year, or currently be in a postdoctoral position at one of the CIC institutions.

- The Directory of Minority Candidates

An on-line directory of minority Ph.D., M.F.A., and M.L.S. candidates and recipients at schools that are a part of the Committee on Institutional Cooperation (CIC). The Minority Directory,

which is open to Native Americans, African Americans, and Hispanic Americans in all fields and Asian Americans in humanities and social science, is a valuable resource for organizations searching for candidates to fill faculty positions. Individuals listed have completed their Ph.D. within the last year or expect to complete their degree within one year at one of the CIC institutions.

- Ford Foundation Fellows

Ford Foundation Fellows include Alaskan Natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian), and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients since 1986. This database only includes those awards administered by the National Research Council.

- The Faculty for The Future Project

Administered by WEPAN (The Women in Engineering Program and Advocates Network), this group's website offers a forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The website focuses on linking women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities.

Appendix I-3

A number of documents have been attached to the hard copy of this report. They may prove useful in the development of the recommended briefings. Four of those documents that proved particularly useful to our Committee follow:

Moody, JoAnn, *Faculty Diversity: Problems and Solutions*, Routledge Press, New York, NY, 2004.

Moody, JoAnn, "Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and other Evaluation Committees," 2005, www.DiversityOnCampus.com.

Robinson-Armstrong, A. "Strategies for Increasing Faculty Diversity," *Women in Higher Education*, November 2005: 37-38.

Sotello Viernes Turner, Caroline, *Diversifying the Faculty: A Guidebook for Search Committees*, Association of American Colleges and Universities, Washington, D.C., 2002

RECOMMENDATION II – Post-Interview Surveys

We recommend that Michigan Tech make it regular practice to conduct post-interview surveys of faculty candidates who interview on campus.¹ Data gathered by post-interview surveys will help ensure that Michigan Tech's units are treating all candidates with respect and are sensitive to each candidate's needs and concerns. This approach may be useful in improving the institution's overall performance in the faculty recruitment process.

1. Administration of Post-Interview Survey

- A. Michigan Tech's Affirmative Services Office or another appropriate unit *at the institutional level* should conduct post-interview surveys of *all* faculty candidates brought to campus for interviews. [Note: In 2006 this number was around 75.]
- B. The survey should be transmitted to candidates electronically and be relatively short and to-the-point to encourage a high response rate. Appendix III-1 provides a draft of a possible post-interview survey. [Note: The University might consider using "Survey Monkey" as an inexpensive and convenient way to conduct such surveys.]
- C. The survey should be transmitted to candidates *within several days of their interview* while memories are fresh and *before* they know whether or not they have been offered the position. The survey's introduction should emphasize that their answers are confidential and that the office conducting the survey will **not**, under any circumstances, disclose their answers to the units(s) with which they interviewed.

2. Reporting Results of Survey

- A. The office selected to administer the post-interview surveys will analyze and tabulate the results and report to the Provost, Vice-Provost, Deans, and Departmental Chairs on a periodic basis (perhaps at an Academic Forum). If no serious systemic problems appear, reporting to the Academic Forum could occur on an every-other-year cycle. Data and conclusions from the surveys should also be part of Deans and Department Chairs briefings as well as annual Search Committee briefings (Recommendation I).
- B. Systemic institutional problems or specific problems with individual units should be dealt with before the next interview cycle begins by working through the appropriate deans and/or departmental chairs.

¹ JoAnn Moody, *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees* (by the author, 2005) p. 18, and *Faculty Diversity: Problems and Solutions* (New York: RoutledgeFalmer, 2004), pp. 105-106.

APPENDIX III-1 POST-INTERVIEW SURVEY

Michigan Tech continually strives to improve its faculty interview process and ensure that all candidates are treated fairly and equitably. To help us with this process, we ask that you fill out this brief post-interview survey. THIS SURVEY IS BEING ADMINISTERED AND REVIEWED INDEPENDENTLY OF THOSE WHO CONDUCTED YOUR INTERVIEW. Your responses will NOT be revealed to the units with which you interviewed. Aggregate results from the year's entire cohort of interviewees will be used to evaluate and improve Michigan Tech's interviewing policies and procedures.

PERSONAL DATA (optional)

Gender: Male Female

U. S. citizen or permanent resident? Yes No

Race/Ethnicity (U. S. citizen and permanent residents only):

White Black or African-American Hispanic American or Latino Asian American
Native Hawaiian or Other Pacific Islander American Indian/Alaskan Native

Unit/department(s) that conducted the interview: _____

INTERVIEW ANALYSIS

A. Ranked Questions. On a scale of 1 (strongly disagree) to 5 (strongly agree), evaluate the following elements of your interview.

The unit(s) with which I interviewed....

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. provided me with sufficient information beforehand on interview procedures and content (e.g., a detailed itinerary/schedule). | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 2. contacted me to see if I had any specific groups or individuals on campus or in the community with which I wished to meet or if I had any concerns that I wanted specifically addressed in the interview. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 3. provided me with information about living in the Houghton area (e.g., housing, schools, clubs, religious orgs., recreation). | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 4. provided me with the opportunity to bring up issues of special concern to me (e.g., lifestyle concerns, family, partner issues). | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 5. communicated unit expectations regarding teaching, research, service, and the promotion/tenure process. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. asked only legally appropriate questions. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 7. treated me with respect throughout my visit. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 8. provided me with adequate information on reimbursement for my interview expenses. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

B. Open-Ended Questions

1. How did your interview at Michigan Tech compare with interviews you may have had at other campuses?

Not applicable, no previous interviews on other campuses

I felt less comfortable
at MTU

I felt about
the same at MTU

I felt more comfortable
at MTU

Please identify any specific factors that made the interview at Michigan Tech better or worse than at the other organizations where you have interviewed:

2. The best part of my interview at Michigan Tech was:

3. The worst part of my interview at Michigan Tech was:

4. Do you have any recommendations to offer us to improve our interview process?

5. If you are **not** likely to accept an employment offer from Michigan Tech *if you receive one, please tell us why.*

6. Would you like someone from Michigan Tech's Human Resources Department to contact you for a more extended conversation about your interview experience?

Yes If yes, please provide your phone number: () _ _ _ _ - _ _ _ _
No

RECOMMENDATION III – Institutional Modifications

The University administration and the University Senate play a major role in the recruitment of exceptional faculty to Michigan Tech. Policies and procedures that affect the workforce and the work environment on campus are approved and implemented through the central administration and Senate. With that in mind, the following four categories of suggestions should be considered for early implementation by the appropriate administrative levels:

1. Institutional Mechanisms

MTU Home Page, Web, and On-site Communications

A. One click to faculty jobs - Recruiting outstanding faculty is one of our top priorities. Scholars and potential applicants should be able to explore open positions at Michigan Tech in a fast, obvious, and appealing manner. Pages listing open positions should have links to information about the University and the local area. A consistent message and approach should be used in all communications.

B. Develop a website for pre-interview applicants - This site can be a collection of informational links to everything from campus diversity and cultural activities to local community necessities and amenities

C. Compile information packets for interviewees who visit the campus - This should be a folder with hard copies of attractive and informative materials that can be examined during the interview. It should include invitations, coupons, and other enticements to our local attractions like the Seaman Mineral Museum, the fitness centers, the Rozsa Auditorium, and the Keweenaw National Historic Park.

2. Institutional Services

Special Assistant to the President for Institutional Diversity – Chris Anderson

We suggest that this office develop a website with diversity related resources that are available to the University community. The present website is at:
<http://www.diversity.mtu.edu//>

Immigration

A. Establish and clarify the commitment from the University – Levels of financial and other support available to scholars applying for permanent residency or citizenship must be clearly communicated to newly hired employees. Guidelines for incorporating such support during negotiations with potential hires should be readily available to chairs and deans.

B. Continually improve service to foreign scholars - Immigration service was recently relocated, and more FTEs are being dedicated to improve immigration services for international faculty. This effort is a positive step. The website is being upgraded, which is also positive. Such improvements should be undertaken on an ongoing basis. Departments involved in the hiring process and current faculty members need ready access to information, forms, guidance, and charts and schedules related to immigration and naturalization processes.

C. Travel abroad - The immigration office should also provide advice to faculty who travel abroad for work or pleasure.

Vita Update Form

Add items to the vitae update form so that faculty can track and get credit for their contributions to diversity. (Examples of diversity enhancement actions might include: modifying the curriculum to include more information and context related to diverse perspectives; bringing diverse scholars to campus; serving as a diversity advocate on a search committee; serving as a mentor; and advising a student group with diverse membership.)

3. Institutional Central Support - Financial

Position Advertising

Central funding for **advertising- University funds** should be made available on a continuing basis to support position advertisements in select places likely to attract diverse faculty. Ads for multiple positions should be posted when possible. These ads may help with name recognition and widespread understanding of the strengths of the University.

Adding extra lines

The central administration should consider adding new lines for extraordinary candidates.

Spousal/ partner accommodations

The recommendations from the Dual Career committees (One on campus and one coordinated within the community) should be considered part of this AQIP recommendation report.

4. Institutional Commitment

Incorporating Expectations/Processes/Goals

Administrators, Vice Presidents, and Deans should use standard language, e.g., gender neutral language, to promote inclusiveness and diversity in hiring.

Standard Guidance for Department Chairs and Search Committees

Recommendation I above on briefings should be used to provide guidance to department chairs and search committees.

RECOMMENDATION IV – Metrics

We recommend that metrics be used to measure the progress that the University is making toward implementing the recommendations of this report and increasing the diversity of the faculty. Metrics are required in order to measure the efficacy of the processes that will be put in place to increase the diversity of the Michigan Tech faculty. Following are some suggested metrics:

1. Process Implementation

- Number of faculty/chairs/deans briefed each year.
- Number of interviewees debriefed. Number of reports of results given to Academic Forum
- Number of combined job ads (e.g., *Science*) and number of web ads placed.

2. Process Results

- Faculty diversity numbers and percentages. Annually examine data for a 10-year running interval.
- Interview-pool diversity numbers and percentages, both for individual searches and for aggregates by department/school, colleges, and university. Annually examine data for a 10-year running interval.
- Retention information. Annually examine data for a 10-year running interval for groups that are underrepresented at Michigan Tech. Compare majority retention data to underrepresented group data.
- New procedures. When new procedures are implemented based on results of surveys of interviewees or other information gleaned using these metrics, collection of additional data may be warranted.

RECOMMENDATION FOR A FUTURE COMMITTEE

Retention Plan

The University should begin to consider required retention plans for each new hire. The AQIP Increasing Faculty Diversity Committee believes that such plans are necessary to help the University retain faculty after they have been hired. Some ideas for a future committee follow.

Each department should develop a written retention plan for new faculty members. The plan must be customized to meet the needs of each newly hired individual, but the basic components of the plan should be consistent within each department. It should be in place prior to the faculty member's arrival on campus. Components of a comprehensive faculty retention plan should include the following elements:

1. Provide mentoring

Good mentors do not necessarily have to 'look like' or 'act like' the mentee. New faculty will benefit from two types of mentoring. One type will assist them in adjusting to their *professional* career at the university. The second type will assist them in adjusting to the university environment and the local community by creating a *welcoming, inclusive* atmosphere.

A. Professional mentoring

The most important aspect of a good mentoring relationship is that both the mentor and the mentee are honest with one another. The mentor needs to keep the best interests of the mentee in mind at all times by providing guidance and positive as well as negative feedback. The mentee needs to have respect for the mentor and to show his/her respect by being considerate of the mentor's time and opinions. At a research university, new faculty need to quickly 'learn the ropes' so that they completely understand expectations and begin to build the research credentials they will need to attain tenure and promotion. It is therefore recommended that new faculty be assigned a mentor in their home department at the time they join the faculty. This mentor should be a senior faculty member who knows the university tenure and promotion process and is knowledgeable about obtaining funding, publishing, and becoming well-known in the mentee's field. This mentor may be able to introduce the new faculty member to prominent people in the field, or may be able to assist the new faculty member in writing proposals or papers or in supervising graduate students.

[Note 1: People who serve as mentors should be able to receive 'credit' by 'counting' their mentoring work as equivalent to approximately half of the effort that is typically expended by faculty members who supervise an M.S. student.]

[Note 2: Department chairs must appoint these professional mentors and evaluate the mentors' efforts and effectiveness on an annual basis.]

[Note 3: Some form of training may be helpful for mentors. Department chairs should recommend that faculty members in their unit who have little or no experience as a mentor attend training sessions conducted through the Provost's office.]

B. Mentoring to create a welcoming, inclusive atmosphere

Every department must try to ensure that new faculty members are integrated and engaged in the University and community. This integration can be enhanced by using welcoming, supportive, and friendly language. Integration efforts should also include inviting the newly hired faculty to participate in social activities or sports. Faculty members who have been at Michigan Tech for some time should make an effort to tap into their own existing network of friends and colleagues to help new faculty members meet others on campus or in the community who share their interests. Each member of a department must contribute to the creation of a welcoming, friendly, and supportive environment for new faculty members.

2. Communicate expectations

Department chairs and deans must be clear about their expectations for new faculty. Goals must be reasonable given conditions in the new faculty's home department and/or field.

Department chairs or a departmental standing committee should meet regularly with new faculty – at least two times per year – to review accomplishments and plan for the future. Some departments may choose to have new faculty fill out the F-10 form each year, have the department's tenure and promotion committee look over the F-10, and then meet with the new faculty member to discuss strengths, weaknesses, and future goals.

3. Provide rewards for faculty members who mentor large numbers of students

If a new faculty member is a member of a group that is clearly underrepresented on the Michigan Tech campus, the university should recognize that that person may be doing more than his/her fair share of mentoring of undergraduate and graduate students. Diversifying the faculty is the best way to promote diversity among students because a diverse faculty includes role models for all types of students. To be effective as role models, faculty from diverse groups will need to develop personal relationships with the students who identify with them. This takes time, and when there are only a few faculty on campus who are drawn from a particular underrepresented group, those faculty will find their time in great demand.

Department chairs should be aware that faculty from underrepresented groups who choose to establish connections with students are performing a great deal of university service. Department chairs should reward this activity by providing faculty who make this choice with reduced committee assignments, release time, travel funds, student support, or other incentives. Department chairs should also counsel their faculty about what types of activities they can neglect (e.g., committee work) and what types are critical to their success (e.g., proposal writing and publishing).

4. Help all new faculty members *accumulate advantage*

Department chairs and others in positions of authority need to provide all new faculty with appropriate challenges so that all new faculty are able to grow as professionals and as leaders. Michigan Tech faculty and staff must remember that everyone feels most confident in the abilities of people who look or act like themselves. No one should let this fact unconsciously influence their choices when faculty members must be nominated or appointed to prestigious or challenging positions. Challenges are opportunities for personal and professional advancement, and all faculty members deserve to be given the opportunity to grow.

[Note: It is the responsibility of anyone in any leadership position on campus to familiarize people with the unconscious biases that can give some groups unfair accumulation of advantage. We recommend that the Affirmative Action Office develop a brief handout. (See V. Valian, *Why So Slow: The Advancement of Women*, MIT Press, Cambridge, MA 1999. and Moody 2005 [App. I-4])]

5. Acknowledge achievements

People in positions of authority should make every effort to notice and comment on the achievements of new faculty. Positive feedback enhances morale and encourages people to do more of whatever they are praised for doing.

[Note: This action item should be undertaken by department chairs and deans.]

6. Assist with visa issues

Provide clear guidelines for international faculty who wish to become permanent residents or citizens. The University does not necessarily have to provide the service or pay for the service, but it should be clear about its role and it should provide faculty with information about where to go for additional services and legal advice.

[Note: This action should be undertaken by Human Resources.]

7. Evaluate each faculty member's progress

The Special Assistant to the President for Diversity should meet once each year with every newly hired faculty member during the new faculty member's first three years at Michigan Tech to evaluate how the new faculty member is adjusting to Michigan Tech. If problems are identified, the Special Assistant should meet with the appropriate department chair and academic dean to determine a course of action that will facilitate the new faculty members' assimilation and success at Michigan Tech.